DOCUMENT RESUME

ED 121 029 95 EC 082 606

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TITLE Problem Manual for Instructional Decision-Making Module; Volume 2: A Computer Assisted Instruction Module. Document Number 4.
INSTITUTION Texas Education Agency, Austin.; Texas Univ., Austin. Coll. of Education.
SPONS AGENCY Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
PUB DATE 74
NOTE 51p.; For related documents, see EC 082 599 - EC 082 607 , EA 008 159, and EA 008 161 - EA 008 166

EDRS PRICE MF-$0.83 HC-$3.50 Plus Postage
DESCRIPTORS Administration; *Administrative Problems; *Computer Assisted Instruction; *Decision Making; Exceptional Child Education; *General Education; *Handicapped Children; Higher Education; Models; Problem Solving; Supervisory Training
IDENTIFIERS *Special Education Supervisor Training Project

ABSTRACT

Provided in the manual are background material, problems, and worksheets designed for graduate students involved in a computer assisted instruction (CAI) approach to supervisor training. Included are a faculty handbook for a simulated school in a mythical community, a practice problem to familiarize the student with terminal operation, and eight problem situations (such as appraising grade distributions and pupil transfer requests) with individual worksheets. A companion volume, EC 082 605, provides an overview to rational decision making and the CAI module. (CL)

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Document #4

PROBLEM MANUAL FOR INSTRUCTIONAL DECISION-MAKING MODULE©

Volume 2

A Computer Assisted Instruction Module

Prepared By
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with the assistance of
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for

Special Education Supervisor
Training Project
The University of Texas at Austin
1974

EC082606

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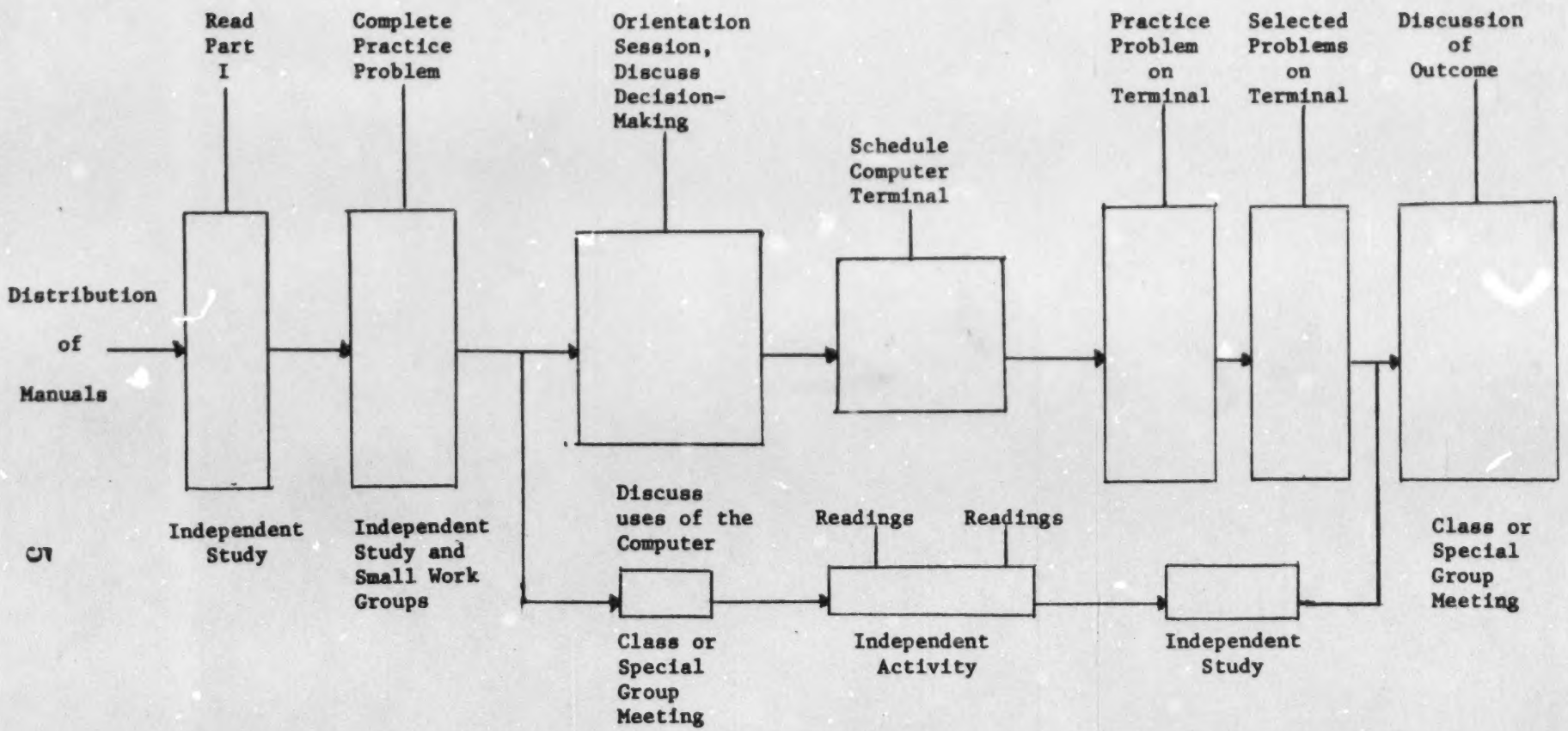
Preface

This manual is designed to provide students with working material for use on-terminal as they develop skill in decision-making via Computer Assisted Instruction. The Special Education Supervisor Training Project commissioned the work reflected in this volume and companion volume -- Student Manual for Instructional Module in Decision-Making. This project, in designing a competency-guided program for the preparation of special education instructional supervisors emphasizes the training of professional leaders who can initiate change for improving instruction. As such, decision-making skill becomes an essential part of each job task and process specified as leadership competencies.

The problems included in this manual have been tested with the 1973-74 SEST Project training team. These preliminary efforts have encouraged the project staff to incorporate this module into the training program design emphasizing individualized experiences guided by specified competencies.

Ben M. Harris
Co-Director
Special Education Supervisor
Training Project
April 5, 1974

FLOWCHART FOR USING CAI DECISION-MAKING MODULE



PROBLEM MANUAL FOR INSTRUCTIONAL
MODULE IN DECISION-MAKING
Manual Number 2

Introduction

This manual provides background material, problems and worksheets for your use in the INBASKET program. Before attempting to use it, however, you should have read Making Decisions - An Instructional Module: Manual Number 1 and you should have participated in an orientation session with your instructor. From these experiences, you should now:

1. Understand the purpose of the instruction.
2. Know the decision process sequence required in the instruction.
3. Be able to select appropriate values for the ACTION and PREMISE tables.
4. Be able to interpret the outcome of your work.

If you are confident about the above, continue. Otherwise, see your instructor. The manual that follows has the following sections:

A. Faculty Handbook for Abraham Lincoln Elementary School in Monroe City. This simulated school in a mythical community is part of the Urban Simulation of Monroe City developed by the University Council for Educational Administration. You will be the Supervisor or Principal (choose your rôle) assigned to this school and the problems you are given will come from this context.

B. A practice problem. This problem is for practice and is designed to familiarize you with the student terminal operation in the Computer Assisted Instruction Laboratory. You should repeat it 2 or 3 times or until you feel at ease with the keyboard operations.

C. A set of 8 problems. You do not need to take these in the order given, but they are arranged in order of increasing complexity. These problems are:

1. Grade Reports - a request from the central office to look into unusual grade distributions from three teachers in your school.
2. Exchange Visit with Another School - A Principal from another city proposes an exchange of pupils for a day.
3. Field Trip Request - A request from two teachers to approve their plans for a field trip.
4. Invitation to Black Parents League - The President of an organization of Black parents writes you an invitation to a meeting.
5. Free Lunch Request - A parent makes application for free or reduced price for his child's school lunch.
6. Request to Change School Lunch Periods - a letter from local businessmen alerts you to a problem in the school lunch schedule.
7. Program Proposed by Juvenile Officer - A request to cooperate with police program for community relations.
8. Request by Teacher to Transfer Pupil - A teacher informs you that a pupil can't do his work and requests that he be reassigned.

D. A worksheet for each problem. You should fill out one of these for a given problem before going to the terminal. As you gain experience with the problems, you will probably want to modify the Actions and Premises to reflect your own views. When you do this, write the appropriate action or premise in the form to replace the one given. The only restriction here is that you must retain the same number of actions or premises as that given on the form.

E. Good luck!

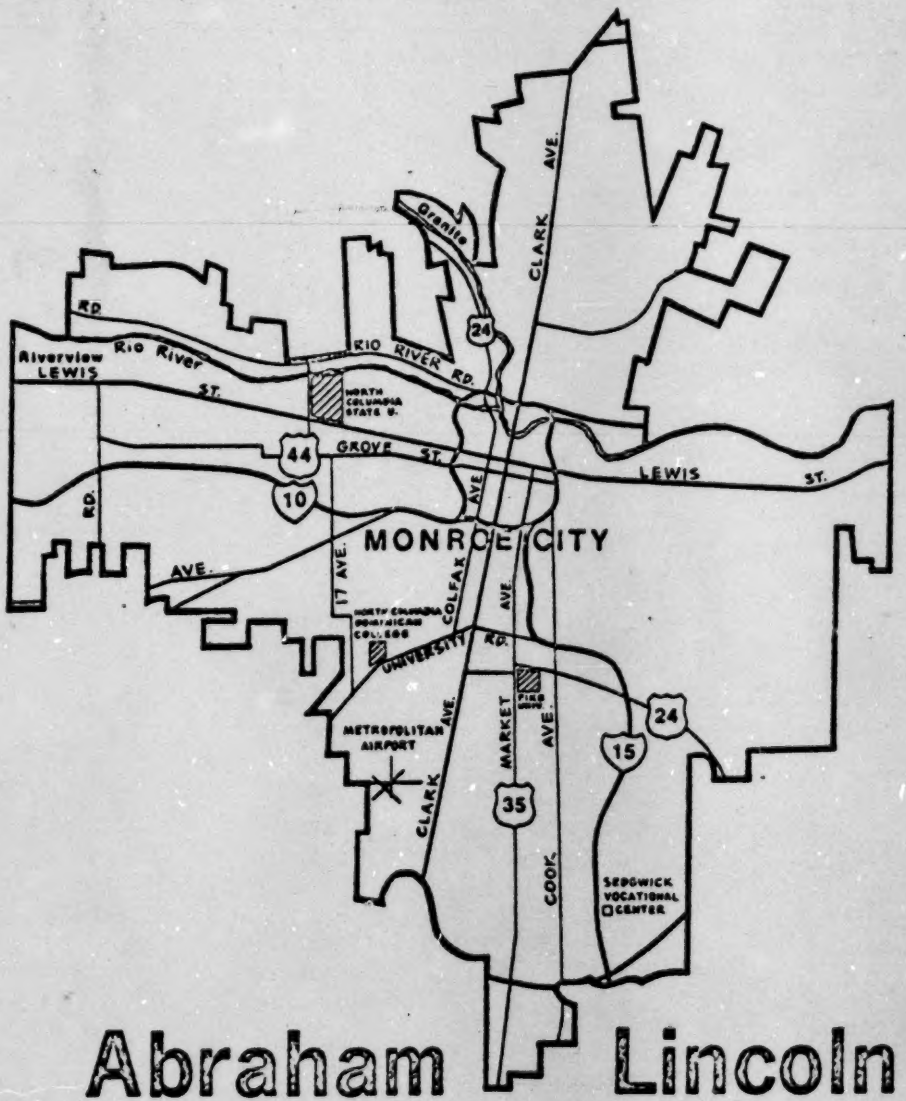
NEXT STEPS

1. Read the Faculty Handbook material carefully, especially pages 4 thru 11.
2. Decide on your role as supervisor or principal.

3. Complete Practice Problem analysis as directed on pages 18-20.
4. Read through the remainder of this manual.
5. Attend an Orientation session with a designated instructor.
6. Schedule yourself on the CAI terminal for at least one hour.
7. Proceed to use your practice problem on the terminal as directed in this manual, pages 12-17.
8. Schedule yourself for other problems selected from the pink section of this manual, pages 21-

FACULTY HANDBOOK

This manual and the text of the in-basket problems are reproduced from the UCEA Urban School Simulation for Abraham Lincoln Elementary School, developed by Dean Bowles, James Lipham, and Marvin Fruth, at the University of Wisconsin. Minor changes are made in faculty names.



Abraham Lincoln

Elementary School

Monroe City, North Columbia

LINCOLN SCHOOL DATA

LOCATION

Placer Street and Lloyd Avenue

FACILITY

Built in 1902; Expanded in 1912 and 1962;
Modernized in 1968;
1.89 Acres - Blacktop
32 Classrooms
Auditorium - Gymnasium Combination

CERTIFICATED STAFF

1 Principal
32 Teachers
2 P.E. Teachers (Part-Time)
1 Nurse (Part-Time)
6 Educational Aides
42 TOTAL

NON-CERTIFICATED STAFF

2 Secretaries
1 Clerk
1 Engineer
1 Custodian
5 Food Service Personnel (Part-Time)

ENROLLMENT

K	160	Avg. 26.6/Session
1-6	812	Avg. 35.3/Class
Sp. Ed.	58	Avg. 19.3/Class
TOTAL	1,023	

SPECIAL PROGRAMS

Physical Education
Social Work
Psychologist
Hot Lunch
Compensatory Education
Special Education

STAFF ROSTER

Secretaries:	Bea Lacey Dorothy Mapes
Clerk:	Marjorie Cunningham
Engineer:	Larry Janowski
Custodian:	Sam Phillips

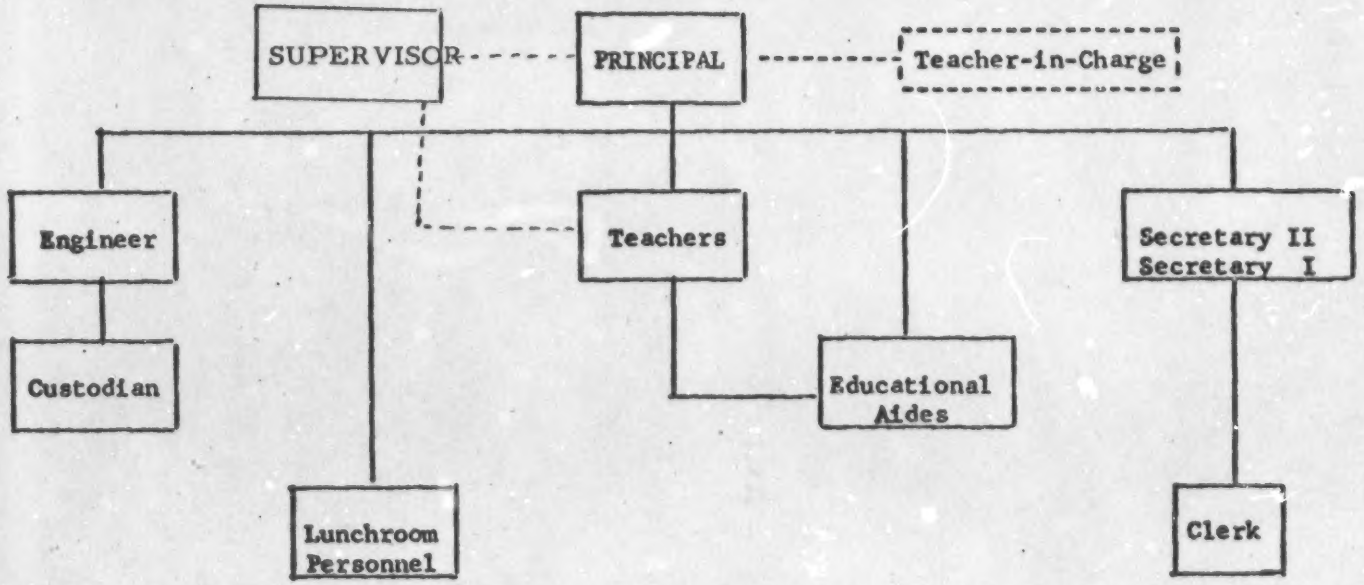
Teaching Staff

Name	Room No.	Grade	Age	Race
Abel, Beth (Mrs.)	205	4	62	Cauc.
Bohan, Mary (Mrs.)	105	2	62	Cauc.
Chance, Ann (Miss)	202	5	63	Cauc.
Davis, Marie (Mrs.)	005	Sp. Ed. 3-4	50	Negro
Dwyer, Agnes (Miss)	302	Comp. Ed.	29	Negro
Everett, Patricia (Mrs.)	102	K	55	Cauc.
Franklin, Martha (Mrs.)	117	1	57	Negro
Good, Selma (Mrs.)	204	6	47	Negro
Harker, Robert M.	Gym	P.E.	46	Cauc.
Young, Wilma (Miss)	211	5	24	Cauc.
Jackson, Elaine (Mrs.)	106	3	30	Cauc.
Jaeger, Helen (Miss)	118	3	45	Cauc.
Kiser, Loraine (Miss)	213	Nurse	65	Cauc.
Lewis, Eleanor (Miss)	115	1	23	Cauc.
Masters, Carl	001	Sp. Ed. 1-2	22	Negro
Crosby, Susan (Miss)	218	6	62	Cauc.

Teaching Staff Cont'd.

Name	Room No.	Grade	Age	Race
Niemann, Dolores (Mrs.)	110	2	44	Cauc.
Ohst, Gretchen (Mrs.)	116	1	57	Cauc.
O'Neil, Alma (Miss)	201	4	62	Cauc.
Peck, Lanore (Mrs.)	206	4	58	Cauc.
Quinn, David	214	5	50	Negro
Reed, Janet (Mrs.)	111	K	28	Cauc.
Reynolds, Lloyd	301	Sp. Ed. 5-6	31	Negro
Robertson, Lana (Miss)	216	3	25	Negro
Robinson, Elizabeth (Mrs.)	104	1	36	Negro
Sagehorn, Alice (Mrs.)	007	Comp. Ed.	57	Negro
Saxel, Laurie (Miss)	114	2	23	Negro
Scotfield, Melinda (Mrs.)	215	3	28	Negro
Terry, Sally (Miss)	217	5	30	Negro
Tripp, Belle (Miss)	Gym	P.E.	35	Negro
Udell, Margaret (Mrs.)	101	K	41	Cauc.
Vaughn, Martha (Mrs.)	107	2	62	Cauc.
Waner, Sharon (Miss)	207	4	25	Cauc.
Welker, Gregory	212	Comp. Ed.	63	Cauc.
Young, William	210	6	28	Negro

ORGANIZATIONAL CHART



DAILY SCHEDULE

8:15	Teachers Arrive (see note below)
8:45	School Day Begins
9:35 - 9:50	Kindergarten Recess
9:55 - 10:15	Grades 1-3 Recess
10:15 - 10:35	Grades 4-6 Recess
10:40 - 10:55	Kindergarten Recess
11:45	Morning Session Ends
11:45 - 1:00	Lunch Period
12:30	Kindergarten Begins (Afternoon Session)
1:00	Afternoon Session Begins
1:35 - 1:50	Kindergarten Recess
1:55 - 2:15	Grades 1-3 Recess
2:15 - 2:35	Grades 4-6 Recess
2:40 - 2:55	Kindergarten Recess
3:30	School Day Ends
4:00	Teachers Leave (see note below)

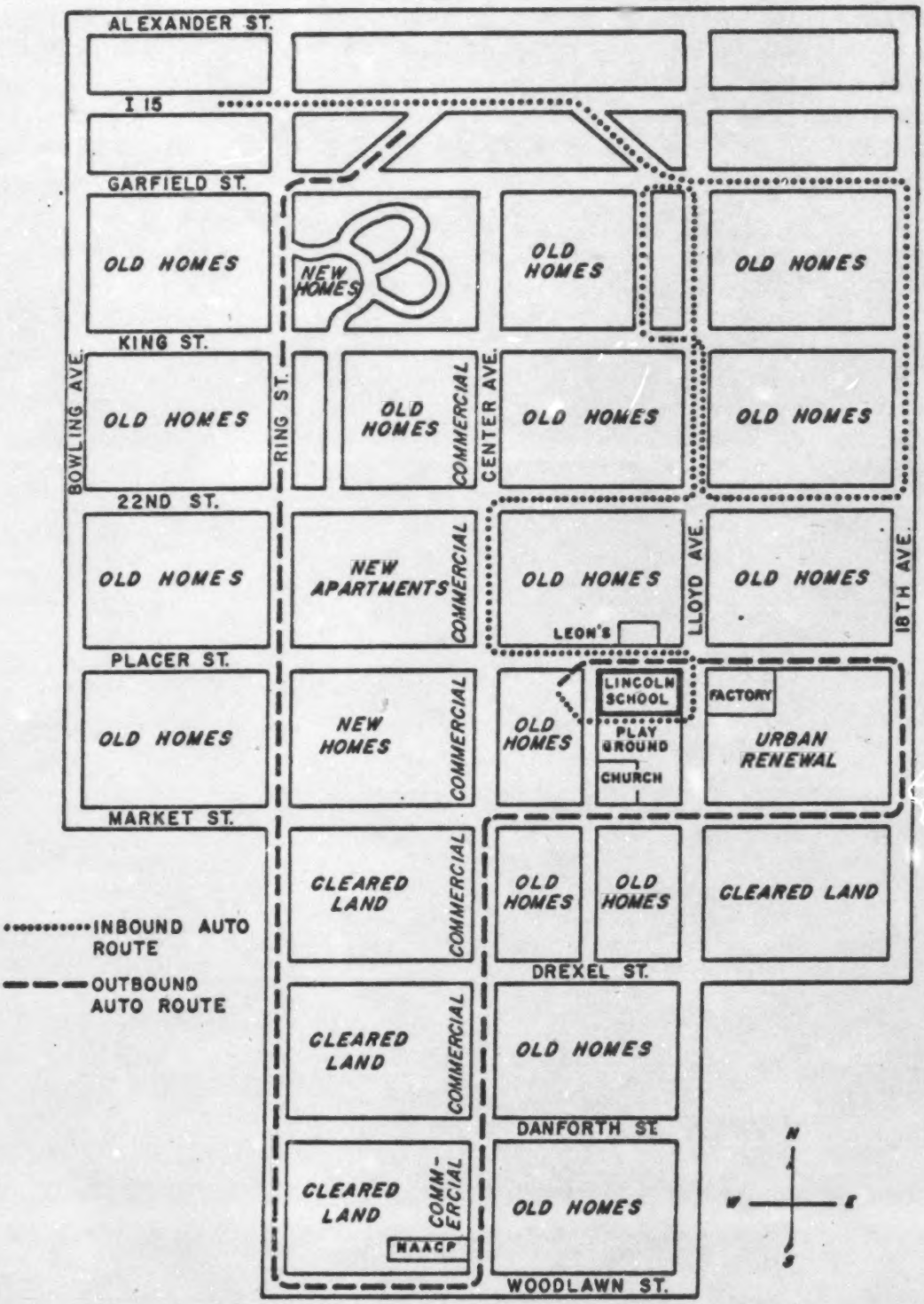
Note: Since the teaching staff does not arrive until 8:15, your cooperation is asked to assure that your children do not arrive until that time. They cannot get into the building nor is the playground supervised until 8:15. Similarly, the buildings are closed to pupils and there is no supervision after 4:00.

SCHOOL CALENDAR

September 7	Labor Day*
September 8	Staff Conferences*
September 9	Pupils Report
October 19	Report Cards
October 19-23	Open House Week
October 22	Fall Back-to-School Night
November 26-27	Thanksgiving*
December 7	Report Cards
December 18	Christmas Vacation begins at end of school day.
January 4	School Reopens
January 22	End of First Semester
January 25	Staff & Program Development*
January 26	Report Cards
January 26	Second Semester Begins
March 8	Report Cards
March 22-26	Spring Vacation*
April 14	Spring Back-to-School Night
May 3	Report Cards
June 9	Last Day for Pupils in School
June 11	Report Cards
June 11	School Year Ends

*School not in session.

ATTENDANCE AREA



SUMMARY AND REVIEW OF STUDENT USE OF CAI MODULE

How does one get started?

You are ready to proceed when you have:

(1) a student number,
(2) a copy of Making Decisions - An Instructional Module,
(3) received the instructor's orientation to the program, and have loaded,
(4) a copy of the filmstrip for In-basket.

If you have the above items, proceed by asking the proctor to sign you on.

How does one proceed?

In this problem, you are to take some action based on your diagnosis of what the problem is and which of the alternatives available to you is likely to result in the best over-all outcomes. Since you do not know the existing conditions relative to the problem at the outset, you do not know which of several possible actions is the best alternative. From your experience with such matters, however, you can say under what circumstances each of the actions would be indicated. Your problem is comparable to that of a physician who is asked what treatment he would prescribe if certain diagnoses were found. Before you begin the actual handling of the problem, then, you will be asked to state your own rules for deciding the conditions under which you would accept each action.

You may want to turn to the practice problem on page 18 next and read it as you follow the steps below.

INPUT STEP ONE

Look at the list of actions on the worksheet for the problem you are working on and use the light pen to enter appropriate values. For example, the way your screen looks at this point is shown below:

INPUT STEP ONE

	P1	P1
A1	0	0
A2	0	0

1 2 3 4 5 6 7 8 9 10

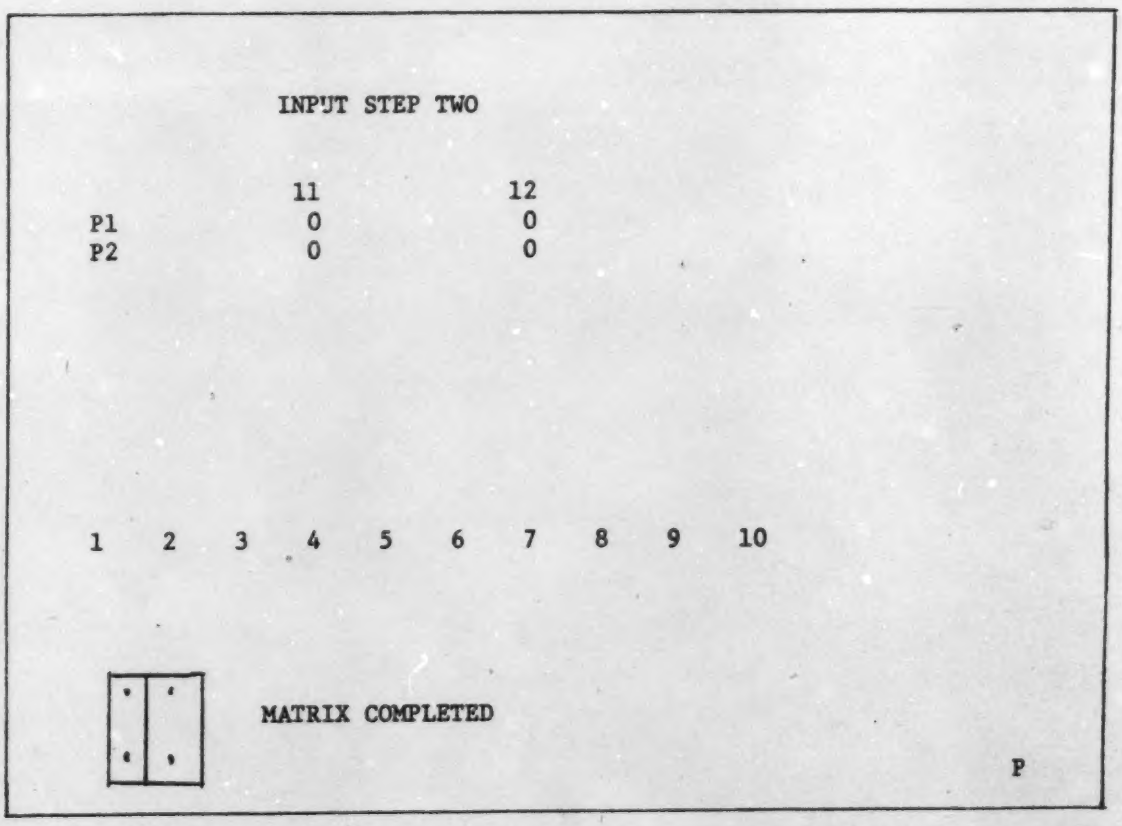
-1 -2 -3 -4 -5 -6 -7 -8 -9 -10

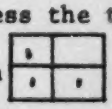
MATRIX COMPLETED

This matrix initially shows each action vs. premise relationship is zero. To change this, you press the tip of the light pen over the zero you wish to change and then over the value you wish to insert. After each press of the light pen, the P in the lower right corner will disappear and then reappear when the computer is ready for you to respond again. In other words press the tip over an entry in the matrix, wait for the P to reappear in the lower right hand corner, and then press the tip over a value to be inserted. When the P reappears in the lower right hand corner you are ready to repeat the process until all the values are as you want them. When the matrix is like you want it, press the light pen tip on the in front of "matrix completed." The computer will then show you the transformed matrix (relative importance of each action vs. premise as a proportion). When you finish viewing the Action vs. Premise matrix, press the space bar and go on to input step two (you may want to copy the proportions for later reference).

INPUT STEP TWO

This is much the same as what you have just done, except you are now indicating how important each information topic is with respect to each premise. You may think of this in terms such as, "If I had this information, it would provide me with (very little/a lot of) information about this premise." Your screen at this point looks like the following:



Press the tip of the light pen on the zero you wish to change, wait for the P in the lower right hand corner to reappear and press the tip of the light pen on the value you wish to insert. When finished, touch  in front of "matrix completed" and as before the computer will redisplay the matrix showing the relative importance of each entry as a proportion (as before, you may want to make a record of this matrix before going on).

INPUT STEP THREE

When you have completed the above step, you are ready to begin your work on the in-basket item. You may request an information item by typing I and then the number of the topic you wish to see and then press the large square key on the right labeled RETURN. For example, if you type I2, you will see on the image projector the second item in the information list. If you wish to review an item you have seen before, but not evaluate it, type R and then the number of the item (ex., R1). In general, records that you might have in hand in a real situation to look at when you please are reviewable. Conversation and other ephemeral information may not be reviewable. You may choose to change an item that you have requested before if later information has made you change your mind about its importance. To change, type in C and then the number of the item (ex., C2). Let's summarize your options:

YOU TYPE	WHEN YOU WANT
I1	To see and evaluate information topic 1
R1	To review information topic 3 without evaluating it again
C2	To change information topic 2
A4	To choose Action 4

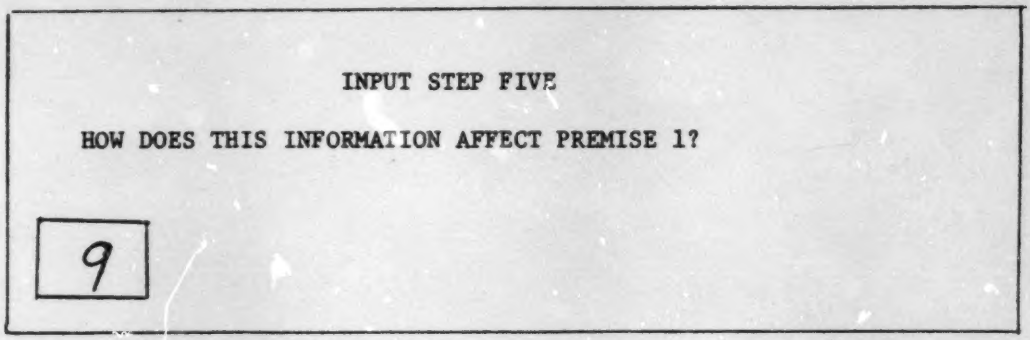
INPUT STEP FOUR

When requesting information, you must specify a source using the numbers listed in the information list. After you have seen an information topic for the first time, or when you have asked to reevaluate one, you will be asked to evaluate the amount of information you believe it provides. This is input step five.

INPUT STEP FIVE

To evaluate information, type in a number between -10 and 10 (negative if the information fails to support the premise and positive -- no sign required --

if it supports the premise). For example, when your screen looks like the following, you have said that information topic 1 strongly supports premise 1.



When you have chosen an action, you will get one of the evaluations shown below:

CORRECT	- The program is over, call the proctor.
PREMATURE	- Correct, but the choice is not clear enough to be safe.
INCONSISTENT	- Action chosen is not indicated by your initial logic.
S	- Sign off (to sign off, call the proctor)

To see a summary of your work before you call the proctor, enter S and later U. You may wish to make a copy of this for later reference. If so, ask the proctor to get a copy for you on a typewriter terminal.

For handy reference, the above is summized on the following page:

SUMMARY

USER'S GUIDE FOR INBASKET PROBLEMS: The following brief summary is for quick reference after you have mastered the more detailed steps described in the previous section.

Sign on in your student number: Ex.,)111

Load the appropriate problem number: Ex.,)LOAD 413

Type G (hold down Alt. Code key and type G)

INPUT STEP ONE: Use the light pen to indicate the relationship of each premise to each action. Use the following scale values:
10 The premise strongly indicates the action should be taken.
0 There is no relationship between the premise and the action.
-10 The premise strongly indicates the action should not be taken.

INPUT STEP TWO: Use the light pen to indicate the relationship of each premise to each information item.

INPUT STEP THREE: You will be coming back to this step after INPUT STEP FIVE each time until you have selected an action. Use the following code:
I Information request--for example, I3 calls information item 3
R Information review--when you want to see in information item again
C Information change--when you want to change the value you previously assigned to an information item.
A Action--when you select an action this will conclude your decision

INPUT STEP FOUR: You must type a source for each information item you request. The number is the same as the item number. For example, if you typed I6 in step three, then type 6 here.

INPUT STEP FIVE: Indicate the value of the information you received on a scale of 0 to 10. If the information supports the premise, use positive numbers; otherwise, use negative ones.

WHEN YOU FINISH: When the terminal instructs you to call the proctor, first do the following:

Type S and copy down the numbers shown

Type U and copy the summary of your work

TO THE PROCTOR: Save the student's work if he hasn't finished.
If he does not plan to work on the problem again or if he completed it, sign on in his number on the typewriter terminal and call S and then U. File the resulting report for the instructor.

DECISION-MAKING PROBLEMS

Practice Problem

Crudney is out of town at a convention. After the last general session, he joins some of his friends to engage in some nature study and refreshment at the Frolic Club. As he watches the floor show, he thinks of his wife and recalls that she will expect him to bring a gift when he returns home the next day. Should he take her a small gift or an expensive one? From past experience he knows that if he brings too small a gift, she will suspect him of spending all his money at places like the Frolic Club. Too expensive a gift will make her think that he is trying to assuage his conscience for out-of-town misdeeds. As he thinks about the problem, he decides on two alternatives that will not raise her suspicions:

Alternatives Considered

A1 - Buy her a silk scarf he noticed at the air terminal gift shop (Cost: $2.00)

A2 - Buy her a gold charm for her bracelet at the hotel gift shop (cost: $12.00)

He considers the basis on which he would choose each of the alternatives and he decides that there are two conditions that will affect his choice; his wife's frame of mind and the amount of money he has to spend. He decides to use these as premises for choosing. He can try to discover if: Premise 1 is true/false and/or if Premise 2 is true/false."

Premises

P1 - She will be in a good mood when he gets home

P2 - He will have enough money to buy the gold charm

Crudney further reflects that these premises are not of equal weight in the choice; he would prefer to buy the smaller gift if she is in a good mood regardless of whether he has enough money for the expensive gift, and if he doesn't

have enough money for the gold charm, it doesn't matter what mood she will be in. To indicate the weight of each premise on deciding each alternative, Crudney decides on a scale from 0 to 10. A zero indicates that the premise has no bearing on the alternative and a ten indicates that if the premise is true, he will be strongly inclined to accept the alternative indicated. Also, he will use negative numbers to indicate that the premise should be false in order to accept the alternative. For example, -10 means that if the premise is false, he will be strongly inclined to accept the action. Consider the following example and its interpretation:

	P1	P2
A1	5	-5

The argument in the example might be stated as, "If P1 is true, I will be moderately inclined to accept alternative A1 and if P2 is not true, I will be moderately inclined to accept A1."

Crudney's strategies may be influenced by the fact that he has now been at the Frolic Club for two hours. Enter your own values in the decision table below:

	P1	P2
A1		
A2		

At this point, Crudney has only decided on strategy; he has not made a choice. He could choose if he could establish some probability estimate of whether the premises are likely to be true or not. He may know, for instance, that his wife is almost always in a bad mood when he gets home. If he can't estimate the probabilities from past experience, however, he must get some information that will help him decide on how strongly he can rely on his assessment of the situation. Accordingly, he decides to get two bits of information:

I1 - When he calls home tonight, he will ask her how she is feeling and depend on her mood to last until the next day

I2 - He will ask the hotel clerk how much his bill is so that he will know how much money is available.

Using numbers from 0 to 10, he indicates the amount of confidence he will have in each premise when he gets the desired information. Consider the following example:

	I1	I2
P1	9	0

The values in the example above may be interpreted as, "I1 will provide a good deal of the information needed to establish the probability of P1, but I2 will be no help at all."

Enter your own values in the table below:

	I1	I2
P1		
P2		

You may practice with this problem at the CAI terminal if you wish. Your decision will be evaluated and you will be able to repeat the problem if you desire to do so.

The purpose of this problem for you is to get you feeling comfortable in using the scales required and in following the instructions in the workbook. When you are ready, proceed with a more realistic administrative problem in the pink section of this manual.

Skillful handling of an administrative decision depends on the ability to know what information is needed to make a good choice among alternatives and to be able to assess that information correctly when it is received. Efficient information processing depends on the ability to request information that has a high value in helping choose among alternatives. Your decisions will be evaluated

on whether the action you take is consistent with the information you have, whether you have enough information to make the choice, and whether the items you requested yield the most information in making your decision.

End of Practice Problem

You are ready now to begin the "real" problems. Look them over, pick out one you like, and you are on your way. Good luck again!

MONROE CITY PUBLIC SCHOOLS Monroe City, North Columbia

MEMORANDUM

January 9

To: *PAT WILLIAMS,* *LINCOLN* School

From: Meissa Taylor, Director of Elementary Education

Subject: Grade Reporting

This report should be treated as CONFIDENTIAL.

As you know this office examines the more salient features of grade reporting at each marking priod. While we recognize that each school in the district is somewhat unique, this office attempts to point out to the principal some of the problem areas which arise from grade reporting. An examination of the grade report records from the end of last semester at *LINCOLN* school indicates the following exceptional cases.

Teacher	Grade	No. of Pupils	As	Bs	Cs	Ds	Fs
1. *CHANCE*	*5th*	*36*	*1*	*4*	*5*	*20*	*6*
2. *DAVIS*	*SP ED 3-4*	*16*	*4*	*4*	*4*	*4*	*0*
3. *YOUNG*	*6th*	*38*	*2*	*21*	*8*	*6*	*1*
4.							
5.							

These grade distributions tend to deviate significantly from those in comparable grades and circumstances across the district. It is recommended that the principal develop some strategy which will encourage these teachers to re-examine their grading practices.

PROBLEM #1: Grade Reports (worksheet)

Work Space:)LOAD 413

ACTIONS:

A1 File the report for future information

A2 Initiate supervisory strategy to change grading practices of one or more teachers (select a single teacher as the "problem"; repeat this problem for a second and third teacher if you wish)

PREMISES:

P1 Grades have acceptable explanation

P2 Supervisory intervention has reasonable chance of success

P3 Teacher(s) involved have past record of similar grade distributions

INFORMATION (Same number for sources)

I1 Last semester grade summary

I2 Wm. Young's explanation of his grades

I3 Mrs. Davis's explanation of her grades

I4 Ann Chance's explanation of her grades

I5 Excerpts from personnel file of Wm. Young

I6 Excerpts from personnel file of Mrs. Davis

I7 Excerpts from personnel file of Ann Chance

DECISIONS:

PREMISES

ACTIONS	P1	P2	P3
A1			
A2			

INFORMATION

Premises	I1	I2	I3	I4	I5	I6	I7
P1							
P2							
P3							

Strongly Contradicts — No Relationship — Strongly Supports

-10 0 +10

Scale for entering values above

RIVERVIEW SCHOOL

Clinton, North Columbia

January 10

M. Pat Williams
Abraham Lincoln Elementary School
Placer and Lloyd
Monroe, North Columbia

Dear M. Williams:

Let me introduce myself. I am L. Bryce Higgins, Principal of Riverview Elementary School in Clinton.

I am writing to solicit your interest in cooperatively working on a project which I think would be beneficial to the children in both our schools. What I am suggesting is an exchange of student bodies or at least the upper 4-6 grades once or twice a year. I am convinced that the children in my all white upper middle-class school are socially deprived because they do not interact with Negro children from schools and neighborhoods such as Lincoln. Likewise, I think you would agree, that the children from schools like Lincoln are hindered in their growth and development by not interacting with children from middle and upper middle-class areas, particularly white children.

My suggestion is this. I propose that our fourth, fifth, and sixth grades trade schools for a day. For example, my sixth graders (we have three classes of 27 each) have been working on various forms of dramatic interpretation, including some which have been video-taped. These boys and girls could come to Lincoln for a day say in early March and put on their performances for your children. Your sixth graders could come to Riverview and say participate in an elementary track and field meet or relay day some time in May. The opportunity for each of our children to do what they can do the best and succeed would be a giant stride for racial relations in the Monroe Metropolitan area. We could have similar exchanges with the other grade levels if the first arrangement works out.

M. Pat Williams, Principal
January 10

The reason that I am writing to you is that I was with Dan Roan the other day (we are old buddies from graduate school), and he suggested that I bring up the matter with you. My superintendent has approved the idea and I felt that Dan was favorably disposed as well. If the idea appeals to you, let's get together someday and discuss it further.

Cordially,

L. Bryce Higgins

L. Bryce Higgins, Ph.D.
Principal, Riverview School

PROBLEM # 2: EXCHANGE VISIT WITH ANOTHER SCHOOL (worksheet)

Work Space:)LOAD 419

ACTIONS:

A1 Approve exchange visits as proposed (or with minor changes)

A2 Suggest major modifications

A3 Disapprove exchange visits

PREMISES:

P1 Transportation can be arranged

P2 Exchange will contribute significantly to Lincoln School

P3 Exchange will have a negative effect on Lincoln School

INFORMATION (Same number for sources)

I1 Availability of transportation

I2 Recommendation of Associate Superintendent for Instruction

I3 Teachers' opinions concerning proposal

I4 Availability of transportation from exchange district

DECISIONS:

PREMISES

ACTIONS	P1	P2	P3
A1			
A2			
A3			

INFORMATION

PREMISES	I1	I2	I3	I4
P1				
P2				
P3				

Strongly Contradicts — No Relationship — Strongly Supports

-10 0 +10

Scale for entering values above

Problem #3: **REQUEST FOR FIELD TRIP**

Name of School: Lincoln School

Name of Teacher: Lilma Dodd & Bill Young

Date of Trip: October 18

Departure Point: Lincoln School

Destination: Three food stores in Monroe

Chaperones Approved: yes
(Please list names below)

(Signature of Certifying Official)

COMMENTS: (Include reason for taking field trip)

By the 18th we will have finished our unit on pollution and will have started on the unit on consumer economics. One aspect of the unit is to have the children experience comparison shopping. We have made arrangements for the children to visit stores in three different areas in Monroe. The first is the family-owned grocery right here near Lincoln. We will walk there. The second will be a large chain grocery store in the rapidly

Problem #3: **REQUEST FOR FIELD TRIP** (Cont.)

Name of School: _____

Name of Teacher: _____

Date of Trip: _____

Departure Point: _____

Destination: _____

Chaperones Approved: _____
(Please list names below)

_____
(Signature of Certifying Official)

COMMENTS: **(Include reason for taking field trip)**

changing area near James Junior High. The Ethnic will be a store of the same chain in the white suburban area of Clinton. Each of the stores has approved area coming to study its methods of operation and merchandising. However, our purpose is not only to look at retail operations but also to get kids to understand the differentiated patterns of pricing, quality standards, and unit costs in the various social and economic neighborhoods of Monroe. The kids are

Problem #3: **REQUEST FOR FIELD TRIP** (Cont.)

Name of School: _____

Name of Teacher: _____

Date of Trip: _____

Departure Point: _____

Destination: _____

Chaperones Approved: _____
(Please list names below)

_____
(Signature of Certifying Official)

COMMENTS: **(Include reason for taking field trip)**

going to learn of consumer economics "Inductively" and "empirically" and will develop a common report which will be duplicated for distribution (Mary Tim's father works for Paul Crane at the Alberta News and they might publish it too) We think that this is relevant and hope you do too. We'll need a bus for the two chain stores. We've also organized into consumer teams. At each store we will be oriented and shown around by the managers.

Problem #3: **REQUEST FOR FIELD TRIP** (Cont.)

Name of School: _____

Name of Teacher: _____

Date of Trip: _____

Departure Point: _____

Destination: _____

Chaperones Approved: _____
(Please list names below)

_____
(Signature of Certifying Official)

COMMENTS: (Include reason for taking field trip)

then each teams will get the prices of 25 products. There are seven teams. Each will have a different group of foods such as meat, dairy products and so forth. We will be at each store for an hour & 30 minutes orientation & tour, 15 minutes getting comparative prices, and 15 minutes interviewing customers on why they bought certain of their products on our list.

PROBLEM #3: FIELD TRIP REQUEST (worksheet)

Work Space:)LOAD 415

ACTION:

A1 Approve field trip request

A2 Modify purposes or procedures before approving

A3 Disapprove field trip request

PREMISES:

P1 Field trip is consistent with policies

P2 Field trip is appropriate learning experience for objectives sought

P3 Field trip proposed is feasible with regard to transportation and other arrangements

INFORMATION (Same number for sources)

I1 District policy on field trips

I2 District policy on news releases

I3 Availability of bus

I4 Teachers' comments on objectives of trip

I5 Store managers' opinion on purpose of visit

I6 Handling of previous field trip requests

DECISIONS:

Premises

Actions	P1	P2	P3
A1			
A2			
A3			

INFORMATION

	I1	I2	I3	I4	I5	I6
P1						
P2						
P3						

Strongly Contradicts ..... No Relationship ..... Strongly Supports

-10 0 +10

Scale for entering values above

Problem #4: Invitation to Black Parents League

September 11

Dear M. Williams,

The BLACK PARENTS LEAGUE is having its first meeting of the school year this Thursday evening at the NAACP Headquarters on Center Street. This first meeting will be for electing officers and determing our goals for the next year. As you know the BLACK PARENTS LEAGUE is an organization which unites parents, citizens, and other groups to fight the ills of substandard education in Monroe which cripple Black children. You may also know that the Lincoln School did not give us much cooperation. As a newcomer, we hope that you can join us in our fight. Enclosed is a copy of our announcement.

Sincerely,

Mrs. Martha Gentry

Mrs. Martha Gentry
Chairman

Problem #4: Continued

ATTENTION ATTENTION

BLACK PARENTS LEAGUE

MEETING

WHEN: Thursday, September 17 at 7:30 p.m.

WHERE: NAACP Headquarters on Center Street

WHY:

1. Elect officers
2. Decide on a course of action for this year for the attacking substandard education of Black children
3. Hear Professor Vernon Hall of the University talk on "Strategies for Confrontation and Other Forms of Direct Action"

MORE INFORMATION: Call Mrs. Martha Gentry 276-5523

ALES - OFFICE 4

PROBLEM #4: INVITATION TO BLACK PARENTS LEAGUE MEETING (Worksheet)

Work Space:)LOAD 421

ACTIONS:

A1 Accept Invitation

A2 No response to invitation

A3 Decline invitation

PREMISES:

P1 Will become better informed about Lincoln school community

P2 Will create good will toward self and school

P3 Will encounter hostility at meeting that may endanger future relationships

INFORMATION

I1 Bill Young's (black teacher) opinion about what will be discussed at meeting

I2 School records concerning leadership, background, and purposes of Black Parents League

I3 Darryl Robinson's (black principal) plans on attending meeting.

I4 Information concerning principal speaker (Vernon Hale) at the meeting.

I5 Information from Martha Gentry (Pres. of Black Parents League) about her plans for the meeting

I6 List of organizations in Lincoln School Community

DECISIONS

PREMISES

	P1	P2	P3
A1			
A2			
A3			

INFORMATION

PREMISES	I1	I2	I3	I4	I5	I6
P1						
P2						
P3						

Strongly Contradicts — No Relationship — Strongly Supports

-10 0 +10

Scale for entering values above

MONROE CITY PUBLIC SCHOOLS Monroe City, North Columb

MEMORANDUM

September 4

To: All Elementary School Principals and Supervisors

From: Vincent Lewis, Director, Food Services

Subject: Free Lunches

Enclosed please find the information bulletin regarding the family income levels which qualify a pupil for a free or reduced price for the hot lunch.

The information must be distributed the first week and all applications returned to your office by Friday, September 11.

You have these actions to take on the applications which are returned.

(1) Approve the application for a "free" lunch,

(2) approve the application for a "reduced" lunch, or

(3) disapprove the application - stating your reason.

All returned applications (both approved and disapproved) must be returned to my office by 4:30 p.m., Tuesday, September 15. My office will then notify all parents of approval or disapproval. In the latter case we will notify them of their appeal procedure.

You may communicate the information on the "Notice" in any manner you see fit and is most appropriate for your circumstances.

If you have further questions, please contact my office.

NOTICE!!!

The Monroe City Public Schools have approved the new guidelines from the U. S. Department of Agriculture income poverty guidelines for immediate use during the school year in determining eligibility for free and reduced price school lunches.

Pursuant to agreement with the North Columbia Department of Education's School Food Service Program and the National School Lunch Act, as amended, the income poverty guidelines for determining eligibility for free and reduced lunches are as follows:

Family Size	Annual Income	Lunch Charge
One	At or below $2,210	Free
Two	At or below 2,900	Free
Three	At or below 3,590	Free
Four	At or below 4,280	Free
Five	At or below 4,910	Free
Six	At or below 5,540	Free
Seven	At or below 6,115	Free
Eight	At or below 6,690	Free
Each additional family member	Add 520	

"Income," as the term is used in this Notice, is similar to that defined in the Bureau of Census report, POVERTY IN THE UNITED STATES, 1959-1968, Consumer Income, Current Population Reports, Series P-60, No. 68, December 31, 1969. "Income" means income before deductions for income taxes, employees' social security taxes, insurance premiums, bonds, etc. It includes the following: 1) monetary compensation for services, including wages, salary, commissions, or fees, 2) net income from nonfarm self employment, 3) net income from farm self employment, 4) social security, 5) dividends or interest on savings or bonds, income from estates or trusts or net rental income, 6) public assistance or welfare payments, 7) unemployment compensation, 8) government civilian employee or military retirement, or pensions, or veterans' payments, 9) private pensions or annuities, 10) alimony or child support payments, 11) regular contributions from persons not living in the household, 12) net royalties, and 13) other cash income.

The foregoing eligibility standards shall not prohibit a family which does not meet the established criteria from applying for free or reduced price lunches for its children if sufficient reasons can be demonstrated to indicate that they could not pay the full price.

Families who feel that they qualify for free lunches should notify their school principal or call the District Office to be sure that the students are not charged. Money for the lunches is reimbursed by the federal government through the State School Food Service. In case of the application being rejected, the reason will be stated and parents will be informed of a hearing procedure; the designated hearing official is Mr. Vincent Lewis, Director, Food Services.

The above guidelines will also be used in excusing students from other school fees. Requests should be made to the school principal for this exemption.

Problem 5: Free Lunch Request

MONORE CITY PUBLIC SCHOOLS

Monroe, North Columbia

APPLICATION FOR FREE AND REDUCED-PRICE MEALS

Names of children for whom application is made:

Walter (14)

Vicki (11)

Valerie (7)

Vincent (5)

Name of parent or guardian: WALTER ROUNDS

Total number in family: 6

Total family income before deductions (include welfare payments, wages of all working members, pensions, social security and all other income):

Yearly $6,000 Monthly _____

Please explain any extraordinary expenditures that might make your children eligible for free or reduced-price meals:

I have my own job and I take no welfare. But we spend nearly $1,500 a year on Walter's care. He has MS.

I hereby certify that all of the above information is true and correct to the best of my information and belief.

Walter Rounds

(Signature of Adult Family Member)

FOR SCHOOL USE ONLY:

Approved: _____ Disapproved: _____

Free: _____ Reason: _____

Reduced: _____

Date: _____

Problem #5: Free Lunch Request (worksheet)

Work Space:)LOAD 417

ACTIONS:

A1 Approve the application for free lunch

A2 Approve reduced lunch fee

A3 Disapprove the application

PREMISES:

P1 Child is eligible for assistance under existing rules

P2 Child needs assistance to obtain lunch

P3 Principal's recommendation will determine the outcome.

INFORMATION (Same number for sources)

I1 Appeals procedure for application denied

I2 Income guidelines for eligibility

I3 Allowable exceptions to income rules

I4 Verification of income

I5 Verification of family medical expenses

I6 Recommendation of Director of Food Services

DECISIONS:

PREMISES

Actions	P1	P2	P3
A1			
A2			
A3			

INFORMATION

Premises	I1	I2	I3	I4	I5	I6
P1						
P2						
P3						

Strongly Contradicts — No Relationship — Strongly Supports

-10 0 +10

Scale for entering values above

Problem #6: Request to Change School Lunch Periods

May 8

M. Pat Williams
Lincoln Elementary School
Placer & Lloyd
Monroe City, N.C.

Dear M. Williams:

As owners or managers of three of the grocery stores frequented by pupils of Lincoln School, may I say that the property damage, breakage, and shop-lifting has increased tremendously in the past year. The former principal attributed it to "junior hi kids" not grammar school children. This year we have cracked down. The three of us have caught 37 kids since January (Lord knows how many more we didn't). Fourteen of them were from Lincoln School, and fifteen others were from other grammar schools. So it goes to show you that the problem is not with the Junior Highs but the grammar schools.

Our biggest problem is at lunch. The kids are milling around, in, and through our stores for more than a half hour after they have purchased anything and eaten their lunch (and I might say leaving our stores inside and out cluttered with papers and cans). This is when we have problems. But the problem stems from the fact that the lunch period is too long (I think it is an hour and 15 minutes). We think that the lunch period should be just long enough for the children to buy things for their lunch and eat it but not too long for them to get into trouble. We have little problem before school or after school, then the kids come and go, filter in and out and we can watch them, but lunch-time is a different story.

We are not writing to blow the whistle on any particular kids. We think that the problem could be solved by having shorter lunch periods. Will you give us a call on what you think of this idea.

Best wishes,

Wayne Peters
Apex Stores, Inc.
Center Street

Leon Schuster
Leon's
Placer Street

Craig Carlison
Home & Store Market
Center Street

PROBLEM #6 REQUEST TO CHANGE SCHOOL LUNCH PERIODS (Worksheet)

Work Space:)LOAD 425

ACTIONS:

A1 Change lunchroom to two periods

A2 Leave lunchroom schedule unchanged

PREMISES:

P1 Lunchroom facilities and staff will handle two shifts

P2 Lunch period will accommodate two shifts with enough eating time

P3 District policies permit change in lunch period

P4 Changing schedule would be to pupils' advantage

INFORMATION:

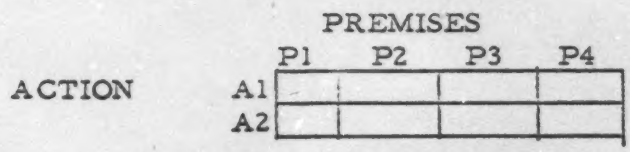
I1 Number of pupils who eat lunch at school

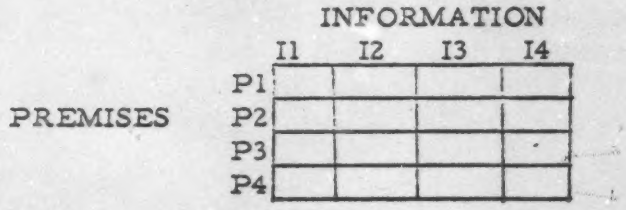
I2 District policy on school periods

I3 Lunchroom capacity

I4 Lunchroom supervisor's recommendation

DECISIONS:





Strongly Contradicts — No Relationship — Strongly Supports

-10 0 +10

Scale for entering values above

Monroe City Police Department

Monroe City, North Columbia

September 9

M. Pat Williams, Principal
Abraham Lincoln Elementary School
Placer and Lloyd
Monroe, N.C.

Dear M. Williams:

Welcome to Lincoln. The Department and I look forward to working closely with you during the coming school year.

As the Juvenile Officer for the district covering the Abraham Lincoln Elementary School, I find it important to meet every principal personally and to discuss mutual problems and their solution before there is a crisis. I would also like to discuss the program of police-community relations which the Monroe City Police Department and Policeman's Benevolent Society operate cooperatively. Part of that program seeks the cooperation of the school.

There are really four aspects of that program which I would like for you to consider and give some thought to before we get together. First, The "Officer Friendly" Program is designed to bring a policeman to the elementary schools for discussions and talks with a class or classes depending on the needs of the school. This has proven quite successful in bridging a public relations gap among the police and community, and particularly among the pupils. The "Officer Friendly" Program has been employed at Lincoln in the past, not on a school-wide basis but at the request of individual teachers. I would like to discuss a more systematic arrangement now that there is a change in administration.

The second program has involved the Police-and-Teacher recreation program. This program is designed to secure police and teacher cooperation in operating after-school, evening, and Saturday athletic programs. The program has been hampered at Lincoln for lack of male teachers in the past, for the program requires that one policeman and one teacher cooperate in every program. Until last year only David Quinn was involved in the baseball program, and baseball is primarily a May and summer activity. Dave was able to get Mr. Reynolds and Mr. Young involved last year too. The baseball activity was conducted at the junior high and parks, not at Lincoln. We would like to solicit the use of the gym at Lincoln for evening and Saturday use by the program. It

is the only facility of its kind in the area. Mr. Quinn says that he could get faculty cooperation this year for a basketball program. The gym has not been used because the former principal felt he could not secure the rest of the building while the gym was in use without asking for an unusual number of teacher volunteers. Hence, we need to discuss the possible use of the gym this winter. Finally, we need to get volunteers and approval for the use of the playground for the flag-football program. Since this begins elsewhere in the City next week, I hope that we can meet this week and iron out the arrangements.

The third program is fund-raising. The money we raise goes into two sources: (1) Police-and-Teacher Athletic Program and (2) aid to families with children with some special need. We have done this in cooperation with the PTA, and we have done it district-wide. Since the Lincoln School boycott, the Ad Hoc Parents Group there, and now the Black Parents League, we have been stymied in our fund-raising efforts at Lincoln. In short, Lincoln has no functional PTA. Hence, if we cooperate with the more militant BPL, we jeopardize our relations with the PTA elsewhere in the City, and, to be frank, it is elsewhere that we get most of our funds. But, I am sure, if we go only with a skeletal PTA at Lincoln, we will not only fail in fund-raising, but we will jeopardize our whole PR program in the Lincoln school area. This year we will be offering the usual "Night at the Movies." Once this fall on a Friday evening we would like to give a show. Usually this involves two cartoons (the fall showing will be a "Bugs Bunny" and "Road Runner"), a major feature (for the fall it is "Major Dundee"), and a short subject ("Jet Dragster"). Of course, we insert a police-community relations pitch between features. The cost is 25¢ per person or $1.00 per family. We'll need your help in setting a night, working with the PTA and/or BPL, and getting some teacher volunteers to help supervise.

The fourth program is our job really. That is say, we want to work out procedures with you and your staff in handling juvenile cases in the absence of an immediate crisis. This is particularly critical at Lincoln where not only do you have more than your share of juvenile cases for an elementary school, but also you have a great number of "outside" truants and older children "hanging around". In addition, in the past police-school relations have not always been the best, particularly since the boycott and the Bellamy case.

I'll call Tuesday for an appointment and maybe we can arrive at some decisions and begin to treat some of the other problems.

Cordially,

John Furillo
Officer
Juvenile Division

JF:cc

Problem # 7: Program Proposed By Juvenile Officer (worksheet)

Work Space:)LOAD 423

ACTIONS:

A1 Approve all programs

A2 Approve one or more, but not all programs

A3 Disapprove all programs

PREMISES:

P1 Programs will contribute to school-community relations

P2 Programs can be staffed

P3 Programs are in accord with school policy

P4 Building can be made available

INFORMATION

I1 Faculty opinion poll on desirability of programs

I2 Martha Gentry's (Black Parents League Pres.) opinion on desirability of programs

I3 District policy on school-police relations

I4 Availability of teachers for after school recreation

I5 School building hours

DECISIONS

PREMISES

ACTIONS	P1	P2	P3	P4
A1				
A2				
A3				

INFORMATION

PREMISES	I1	I2	I3	I4	I5
P1					
P2					
P3					
P4					

Strongly Contradicts — No Relationship — Strongly Supports

-10 0 48 +10

Scale for entering values above

December 1, 1966

To: Pat

I'd like you to see what you can do about this Herbert Ford I have in my class. He's just simply unable to do 6th grade work. He came in late in the year, last year (I think in March) and was put in the fifth grade in Wilma Young's room.

He doesn't try although I work with him. He just can't do it!

Thanks,

Susie Crosby

Susie Crosby

Problem # 8 REQUEST BY TEACHER TO TRANSFER PUPIL (worksheet)

Work Space:)LOAD

ACTIONS:

A1 Transfer pupil to a different 6th grade classroom

A2 Leave pupil in his present classroom

A3 Transfer pupil to a 5th grade classroom

A4 Send case to ARD Committee

PREMISES:

P1 Pupil can do acceptable 6th grade school work

P2 Present teacher can be a satisfactory teacher for pupil

P3 Parents will agree to a transfer

P4 Pupil is mentally retarded or emotionally disturbed

INFORMATION (Same number for source)

I1 Achievement test scores

I2 Last year's teacher's report on class work of pupil

I3 Evaluation by school psychologist

I4 Reading teacher's evaluation of pupil

I5 Present teacher's evaluation of pupil

I6 Classroom observation notes

I7 Present teacher's report on remedial efforts

I8 Parents' reaction to possibility of transfer

I9 Parents' comment on pupil's behavior at home

I10 Vision test results

I11 Current enrollment balance in 6th grades

I12 Pupil's comment on the problem

Strongly Contradicts	No Relationship	Strongly Supports
-10		+10

Problem #8: Worksheet Continued

DECISION:

PREMISES

ACTION	P1	P2	P3	P4
A1				
A2				
A3				
A4				

INFORMATION

PREMISES	I1	I2	I3	I4	I5	I6	I7	I8	I9	I10	I11	I12
P1												
P2												
P3												
P4												

Strongly Contradicts — No Relationship — Strongly Supports

-10 0 +10

Scale of entering values above